

# KEY PRINCIPLES OF A HIGH QUALITY DIFFERENTIATED CLASSROOM

## Key Principle #1: Start With Good Curriculum

Planning a Focused Curriculum Means Clarity About What Students Should...

### KNOW

- Facts
- Vocabulary
- Definitions

### UNDERSTAND

- Principles, generalizations
- Big ideas
- “I want students to

### BE ABLE TO DO

- Skills of literacy, numeracy, communication, etc.

### KNOW (usually a bulleted list)

- Place Value/Base Ten System
- Inference
- Ecosystem
- Parts of a plant

### UNDERSTAND (I want students to understand THAT....)

- Adding and subtractions can be used to solve each other.
- Proficient readers make inferences, form generalizations, and draw conclusions to comprehend what they read.
- All parts of an ecosystem affect all other parts.

### BE ABLE TO DO (Begin with a verb)

- Explain the relationship between addition and subtraction using pictures or models and words.
- Use text clues and what you know to make an inference.
- Trace and explain the effects of the migratory path of original Americans.

In the differentiated classroom, the teacher may vary the KNOWS and DOS with caution and based on evidence that a student needs to learn backwards as well as forward to catch up – or that a students needs to move ahead in order to keep learning.

BUT THE UNDERSTANDS are the constant fulcrum for all students (Tomlinson, 2008)

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**Understanding VS Knowing** (Adapted from a PowerPoint by Jay McTighe; June 2006, ASCD Conference on Integrating Differentiated Instruction and Understanding by Design)

It's probably an UNDERSTAND if it..	Example....	Non-example
<ul style="list-style-type: none"> <li>Represents subtle ideas, ideas that are not obvious upon first glance</li> </ul>	<ul style="list-style-type: none"> <li>Scientists' unique social and educational backgrounds and differences lead to their disagreement about the interpretation of evidence or the development of a theory.</li> </ul>	<ul style="list-style-type: none"> <li>Scientists study the world around them.</li> </ul>
<ul style="list-style-type: none"> <li>Involves multiple layers or multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>Changing the grouping or the order of addends or factors does not change a sum or product</li> </ul>	<ul style="list-style-type: none"> <li><math>2+3=3+2</math></li> </ul>
<ul style="list-style-type: none"> <li>Is an idea that is especially powerful in understanding the discipline and across topics in the discipline</li> </ul>	<ul style="list-style-type: none"> <li>A person's perspective is shaped in part by his or her vast experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The 100 years' war lasted from 1337-1453.</li> </ul>
<ul style="list-style-type: none"> <li>Provides a purpose for the discipline; the reason for studying the discipline; why the discipline is valuable</li> </ul>	<ul style="list-style-type: none"> <li>Dance is a form of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Dance is important.</li> </ul>
<ul style="list-style-type: none"> <li>Raises additional questions or paths of thought within the discipline</li> </ul>	<ul style="list-style-type: none"> <li>There are rational and irrational numbers.</li> </ul>	<ul style="list-style-type: none"> <li>The square root of 2 is irrational.</li> </ul>
<ul style="list-style-type: none"> <li>Can be understood on a continuum; something that kindergarteners through graduate students could study, albeit at different levels of sophistication</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a system are interrelated.</li> </ul>	<ul style="list-style-type: none"> <li>A system has more than one part.</li> </ul>

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<ul style="list-style-type: none"><li>• Can be stated in the format: I want students to understand THAT... rather than I want students to understand...</li></ul>	<ul style="list-style-type: none"><li>• I want students to understand that voice is the write revealed.</li></ul>	<ul style="list-style-type: none"><li>• I want students to understand writer's voice.</li></ul>
<ul style="list-style-type: none"><li>• Is a pithy statement that reveals a truth about the study or the practice of the discipline</li></ul>	<ul style="list-style-type: none"><li>• Culture shapes people and people shape cultures.</li></ul>	<ul style="list-style-type: none"><li>• There are lots of cultures in the world.</li></ul>

# KEY PRINCIPLES OF A HIGH QUALITY DIFFERENTIATED CLASSROOM

## KUD MATH EXAMPLES

### KNOW

- Coin names and values

### UNDERSTAND

- We can combine coins in different ways to make the same amount of money.

### BE ABLE TO DO

- Given a supply of pennies, nickels, dimes and quarters, combine the coins in more than one way to make a set amount of money. (e.g. 40 cents)

## KUD LANGUAGE ARTS

### KNOW

- Elements of characterization

### UNDERSTAND

- Passages from texts can reveal a character's personality

### BE ABLE TO DO

- Analyze character actions and statements

## KUD SOCIAL STUDIES

### KNOW

- The elements of culture

### UNDERSTAND

- All cultures contain some of the same elements

### BE ABLE TO DO

- Identify elements of culture in various settings and times.
- Recognize and describe similarities and differences in cultures.

## KUD SCIENCE

### KNOW (Facts, dates, definitions, rules, people, places, etc.)

- The four main types of clouds

### UNDERSTAND (Big ideas, principles, generalizations, rules, the “point” of the discipline or topic within the discipline)

I want students to understand that...

- Natural signs can be used to predict the weather.

### BE ABLE TO DO (Skills of literacy, numeracy, communications, thinking, planning, production, etc.; Start with a verb such as: describe, explain, show compare, synthesize, analyze, apply, construct, solve, etc.)

- Identify different types of clouds to determine weather patterns.

# KEY PRINCIPLES OF A HIGH QUALITY DIFFERENTIATED CLASSROOM

## Checking your KUD

After you fill in each separate Know, Understand and Do, draw a line from Know and Do statement to the corresponding Understand statement. If you have a Know or Do statement that does not relate to any Understand statement s, either eliminate it or add an Understand statement that gives it meaning and content.

KNOW	Understand	Do

## YOUR TURN

## KEY PRINCIPLES OF A HIGH QUALITY DIFFERENTIATED CLASSROOM

What do you want students to know, understand, and be able to do?

KNOW (Facts, dates, definitions, people, places)

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- 
- 
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UNDERSTAND (I want the student to understand that...)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

BE ABLE TO DO (specific skills; start with a verb; NOT the classroom activities)

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